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ABSTRACT

Developed by a supervisor of guidance and testing and a supervisor of vocational education and industrial arts with the aid of elementary teachers, counselors, and consultants, this resource guide for Grades K-5 contains ideas and activities for implementing a program of occupational awareness into the existing elementary school curriculum. The materials in the guide are intended to help children develop: (1) a positive and realistic self concept, (2) knowledge of the world of work, (3) wholesome work attitudes, and (4) using leisure time profitably. For each of these major concept areas, generalizations are listed, and activities and ideas are suggested for each grade level. A variety of techniques are suggested for accomplishing the concepts, including role playing, field trips, class discussions, films and filmstrips, and individual projects. Two sample unit plans containing rationales, objectives, teaching strategies, and evaluation suggestions are provided for developing wholesome work attitudes and knowledge of the world of work for using leisure time profitably. Sample crossword puzzles, a word maze, other student materials, and a bibliography of teacher and student references are included. A resource guide for Grades 6-8 is available as VT 015 726 in this issue. (SB)

ED 064494



HOWARD COUNTY SCHOOLS

K - 5

VT015727

Career Development Resource Guide

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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HOWARD COUNTY SCHOOLS
CAREER DEVELOPMENT RESOURCE GUIDE

K - 5

FOREWORD

Mrs. Media Pennington, Supervisor of Guidance and Testing, and Mr. Max Smith, Supervisor of Vocational Education and Industrial Arts, along with counselors and teachers of the county have worked diligently to prepare a career guide for use in the elementary school. The current philosophy of vocational educators is that children should learn very early that they are living in a complex and changing world and that work is a definite part of this world.

The guide developed for the schools of Howard County is termed an "enrichment guide" so that teachers of grades K through five may join the experiences of students in the elementary program. The emphasis at this level has been placed on helping children to explore and understand their abilities, interests, values, and needs.

The guide may be used as a resource guide for ideas and activities that could be incorporated into any approved subject area of the curriculum. Suggested grade levels are indicated.

This guide represents phase I of the project for developing career information for the program in Howard County. Middle and high school guides will also be developed.

Mary R. Hovet
Director of Curriculum and Instruction
June, 1971

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The index on the following pages will enable the teacher to look at the activities for a specific grade level under each concept. It is hoped that each concept will be studied before initiating activities with the pupils. The concepts are to be considered interdependently with the goal of increasing the child's awareness of self and the world of work and leisure.

August 1970

Dear Teachers,

In this curriculum guide on career development you will find the result of many, many hours of planning, thinking, reading, writing, and rewriting.

More than two years ago, Howard County's Guidance Supervisor, Mrs. Media Pennington, saw the urgent need for more emphasis in the areas of occupational information. She selected a committee of middle school counselors to see what could be done. The committee's objectives were to study the problems and develop ways to increase the awareness of our youth in the importance of the world of work and leisure-time activities.

In the spring of 1970, the Maryland State Department of Education granted funds to implement a workshop for developing an initial elementary Career Development program using the experience and resources of elementary teachers and counselors.

After two weeks of work by twenty-two participants plus the generous participation and contributions of our county supervisors, state personnel, and community service workers, this guide was prepared. Slide presentations are available for supplementing the guide.

A career development group will continue to work through the school year, planning toward a middle school program in 1971 and a high school program in 1972. We feel that in three years we will have developed an excellent curriculum guide with sequential materials to be used in grades K - 12.

We sincerely hope that this material will help you in some small way to enlighten our youth toward the vast areas of career development and use of leisure time activities. As you use these materials through the years, we would welcome your suggestions for improvement in all phases of the program. Only as a result of your classroom experiences, research, and follow-up, can we continue to improve our youth's education.

Thank you very much for taking your time to read through this letter of introduction. I sincerely believe that this material will open new horizons for your pupils and they will be appreciative of your efforts in the years to come.

We do not have all the answers. Your commitment and assistance are requested in what we consider to be an area of vital importance;

that is, early and sequential exposure of the child to the world of work and leisure.

Please submit your suggestions, ideas, and recommendations for incorporation in this Guide. Forward your response to Mrs. Media H. Pennington, Supervisor of Guidance, Howard County Department of Education, Clarksville, Maryland 21029.

Sincerely,

Billy R. Smith
Committee Chairman

ACKNOWLEDGEMENTS

To all those individuals who have shared their vision, creative ability, experience and service to complete this publication, the Counselors Committee on Occupational Information is sincerely grateful.

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PREFACE

The school is responsible for helping children prepare to live in a complex and changing world. Children can become better oriented to life if they are provided opportunities to explore the world of work at an early age.

The purpose of this enrichment guide is to give teachers of grades K - 5 some suggestions for implementing a program of occupational awareness within the present elementary school curriculum. At the elementary level, the emphasis should be on helping children explore and understand their abilities, interests, values, and needs. Pupils should develop an awareness of the many different kinds of occupations and areas of work, along with an appreciation for the contributions and interdependence of various workers. No attempt should be made to lead the elementary child into choosing a future occupation prematurely.

The activities in this guide are related to four important concepts:

1. Each child should develop a positive and realistic self-concept.
2. Each child should participate in activities that will broaden his horizon in relation to the world of work.
3. Each child should develop a wholesome attitude toward all workers.
4. Comprehension of the need to utilize leisure time profitably for mental health, physical health, and personality development.

This guide may be used as a resource for ideas and activities that can be incorporated into any appropriate subject area of the curriculum. Suggested grade levels are indicated. Teachers will find, however, that some activities may be used on more than one grade level.

CONCEPT NO. 1

Grades K-5

CONCEPT: Each child should develop a positive and realistic self-concept.

GENERALIZATIONS:

- A. Grow in ability to understand his own self as a unique individual.
- B. Grow in ability to understand his own feelings and the feelings of others in the environment.
- C. Grow in ability to recognize problem areas and develop skills to cope with problems.
- D. Grow in ability to recognize and accept limitations which cannot be changed.
- E. Grow in ability to develop ways to cope with and overcome those limitations which can be changed.



SUGGESTED ACTIVITY

Grade K

Dress-Up vs. Wacky Day - (possibly this activity could take place the day before picture taking day) To develop the idea that appearance affects attitude, by permission of principal, have a day when children can wear anything they wish to school. At the end of the day discuss attitudes and classroom atmosphere during the day. Have the next day be a dress-up day and at the close of this day compare classroom atmosphere between the two days.



SUGGESTED ACTIVITY

Grade 1

Make a Collage Depicting Occupational Interests

SUGGESTED ACTIVITY

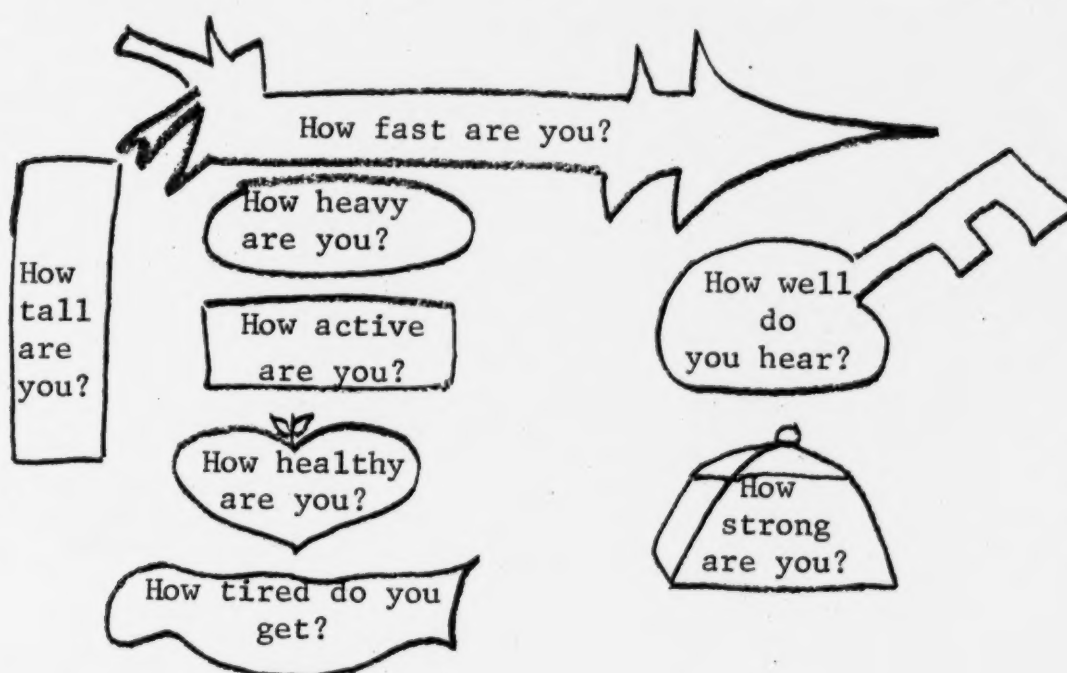
Grade 2

Make An Interest Scrapbook Which is Personalized

SUGGESTED ACTIVITIES - CONCEPT 1

Grade 3

Talk with children about their physical makeup. Include such things as:



Through discussion help children recognize the idea that physical make-up may be important to the kind of job they can obtain (e.g., A person who tires easily would not want a job loading a truck.)

Children may be measured and weighed at the beginning and end of the school year. Comparison of the two could be made. Teachers are encouraged to use their health books for finding further devices that will help acquaint the child with his physical traits.

Have children fill out sheet on their physical characteristics - Me From A to Z. (See attached sheet.) Children should keep these records in their notebook for later reference.



SUGGESTED ACTIVITY

Grade 3

ME FROM "A TO Z"

How tall am I?

_____ beginning of year

_____ end of year

How much do I weigh?

_____ beginning of year

_____ end of year

How well do I hear?

How well do I see?

How strong am I?

How fast am I?

How active am I?

How tired do I get?

How healthy am I?

SUGGESTED ACTIVITY

Grade 3

Fashion Design - Girls design and draw fashions for their age group. Include categories such as school clothes, work clothes, Sunday and party clothes, etc.. Use a swatch of material and attach in upper corner of design sheet. Copy the design and color like the swatch.

SUGGESTED ACTIVITY

Grade 4

Have the children make a list of Things I can Do or I Know How To: on a 3" x 5" card. (See sample below)

Name: Johnny Smith

Age: 9

I KNOW HOW TO:

Play a recorder
Cut Grass
Walk the dog
Draw
Read well
Pitch
Swim

From this list children can compose a Want Ad to advertize their qualifications. They could use 3" x 5" card list or their Want Ad as a job application and go around the school or neighborhood "selling" their skills.

SUGGESTED ACTIVITY

Grade 5

Role Playing - have children act out the right and wrong way to ask for a babysitting job, paperboy job, etc.

Hobby Show - have a hobby show which will give children an opportunity to show what activities they enjoy.

Make charts and work lists of good personality traits.

SUGGESTED ACTIVITY

Grade 5

Discuss Handicaps and Limitations - Use such people as Franklin Roosevelt and Helen Keller as examples. Use this discussion as a starting point for helping children recognize their own limitations. They might refer back to their discussion of physical traits and find limitations such as: glasses, weight, poor coordination, left-handedness, allergies, etc.. Discuss how these limitations could affect a vocational choice. Teacher should help children realize that everyone has some degree of difference. Strengths compensate for these weaknesses.

Write A Story on your strengths and weaknesses and what you can do to improve them.

Grade 5

Use Self Appraisal Services (Sample below)

A LOOK AT MYSELF

1. I believe that I would enjoy working with (people, ideas, things,

OTHER _____).
2. I feel that I would best work (alone, in a small group, in a large group,

OTHER _____).
3. I feel that I would like to work (indoors, outdoors, _____).
OTHER _____
4. I would like to work (in my home community, in a nearby area, far from home,

OTHER _____).
5. I would like to live (in the country, in a small town, in the suburbs, in
the city _____).
OTHER _____
6. In my spare time I really enjoy _____.
7. I am very interested in learning more about _____
_____.
8. I felt especially good about myself when I _____
_____.
9. My parents would like me to become a _____.
10. I would like to become a _____ who
_____.

CONCEPT NO. 2

Grades K-5

CONCEPT: Develop broadened occupational horizons.

GENERALIZATIONS:

A. Arouse interest and curiosity in regard to various types of work.



Introduce a simple job classification:

1. people
2. things
3. ideas

or

Occupations related to:

1. water
2. space
3. land

Create awareness that jobs are related to environment and natural resources.

Create awareness that jobs are constantly undergoing change. Old jobs are dying; new jobs are being created.

Create awareness that individuals are likely to change their occupations by choice or by necessity.

SUGGESTED ACTIVITY

Grade K

Tour of the school to meet and observe school workers

1. Secretary
2. Teaching Staff
3. Custodians and cafeteria workers
4. Nurse
5. Librarian
6. Principal
7. Specialized Teachers (i.e., Speech Therapist, Music, Special Education, Art, Physical Education)



SUGGESTED ACTIVITY

Grade K

Project a large map of the community, state, or world. Have each child find a picture of some type of worker with whom he is acquainted. The pictures are placed at the end of a piece of yarn. Discussion is held on different types of work. Have children pick one they would like to know more about, and develop idea of the various types of workers related to this. This can be done in group work.

SUGGESTED ACTIVITY

Grades K-3

Collect newspaper articles on workers and make a bulletin board.

SUGGESTED ACTIVITY

Grades K-5

Occupations are illustrated through art. Many of the works of Grant Wood, Frederick Remington, Winslow Homer, Andrew Wyeth, etc., show people at work. Appropriate pictures should be selected for the various levels.

SUGGESTED ACTIVITIES

Grade 1

Role-playing - e.g., role of a doctor, travel agent, shopkeeper. A section of the classroom could be designated for the office, agency, or shop. The activity could be ongoing with different children having the opportunity to be the doctor, travel agent, etc.. Children should be required to find out about the responsibilities of a person in this job before they play the role. The activity could be changed periodically to include a variety of occupations.

Job Interview of Parent or Guardian By Child - (See attached form) This interview may be used as a survey form of possible resource people who can come to the school and talk about their occupations. It also gives the child first hand interview experience and acquaints them with their parent's work. If the child wishes to interview both parents, he may take home two forms. (Mother's occupation as a homemaker should not be neglected.) Children should be instructed to use this as an interview form and not merely give it to parents to fill out.

SUGGESTED ACTIVITY

Grade 1

HI, PARENTS!

Our class would like to invite you to take part in our year's program.

Would you like to help us? Who? Yes, you!



Tell us about your job and how it affects us. We are very interested.

1. What is your job?
2. What are some of your duties?
3. Is there anything about your job which the children in our class would enjoy seeing or hearing about (pictures, materials, tools, uniforms, etc.)?
4. Would you be available to come to our classroom and tell us about your job?
5. Would a field trip to your place of employment be beneficial and possible at our grade level?

Thank you for your interest and co-operation.

Interviewer

SUGGESTED ACTIVITY

Grade 1

To motivate interest in different occupations, have a variety of hats available. Make a game of identifying occupations by hats.



SUGGESTED ACTIVITY

Grade 2

What's My Line? - Have children who will be contestants be prepared to answer questions about the job they will portray. Have class or selected panel ask "yes" or "no" questions about the occupation.

SUGGESTED ACTIVITY

Grade 4

Occupational riddles - Stimulate interest in occupations by use of riddles. After children have the idea they may be able to make-up their own.

Examples:

What worker always walks behind a star? (policeman)

Who may marry many women yet stay single all his life? (clergyman)

What worker earns a living, but never does a day's work?
(a night watchman)

What is always in front of you, yet can never be seen?
(your future)

For fun have the children make a list of nicknames given workers:

Examples:

Sawbones - Doctor

Oyster Boxer - not one who boxes with oysters, but one who boxes oysters.

Jelly Pumper - one who pumps jelly into doughnuts and cakes.

Diamond Sewer- not one who sews precious stones on girl's dresses, but one who sews diamond-shaped areas where the suspenders of overalls cross.

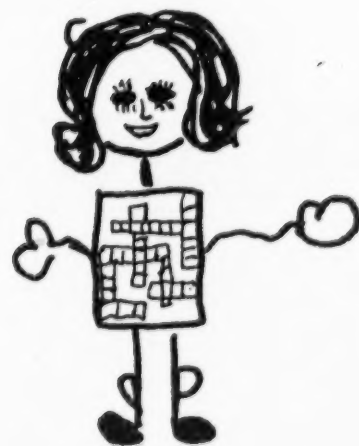


SUGGESTED ACTIVITIES

Grade 4

Make a roll movie of work activities. (Shelf paper can be used.)
Trace the steps involved in doing a particular job.

Use crossword puzzles and word mazes to develop occupational awareness. (See attached samples)



SUGGESTED ACTIVITIES

Grade 5

Have the children make a list of songs that identify occupations. The Music teacher could serve as a resource person. Some examples follow which could be used to stimulate student interest: "I've Been Working On The Railroad", "Shrimp Boats Are Coming!", "Sixteen Tons", "Wichita Lineman", "Casey Jones", "There's No Business Like Show Business", "I'm An Old Cowhand", "Drill ye Tarriers Drill", "Old MacDonald Had a Farm", etc.

Invite people in various occupations (e.g., beautician, mechanic or waitress) to the classroom to informally demonstrate what they do. Ask them to wear the clothes or uniform they wear in their work. Let the children be free to go to the person and talk about the job. A similar activity can be done with leisure time activities (Golden Age groups are good resources.)

SUGGESTED ACTIVITY

Grade 5

Interviewing is a good way to gain information about jobs.

Children should be instructed in how to approach the resource person by telephone or in person, how to explain the objectives of the interview, how to ask questions, and how to take simple, accurate notes. The class can devise their own questions. (A sample form follows if desired.) A good way to prepare children for interviewing is role playing. Prior to the interview participants should gather facts about the job to be discussed. The child who will be the interviewer should know what questions to ask. The student playing the role of the worker must know how to respond. At the end of the mock interview children should consider the following: Is this the information we thought we would gather? Does the information agree with what we read about the occupation?



SAMPLE INTERVIEW FORM

BETWEEN YOU AND ME

Name _____ Occupation _____



Why did you choose the work you are in?

Did you always do this kind of work?

What types of workers do you work with?

What are your job duties?

What are the educational and experience requirements for these jobs?

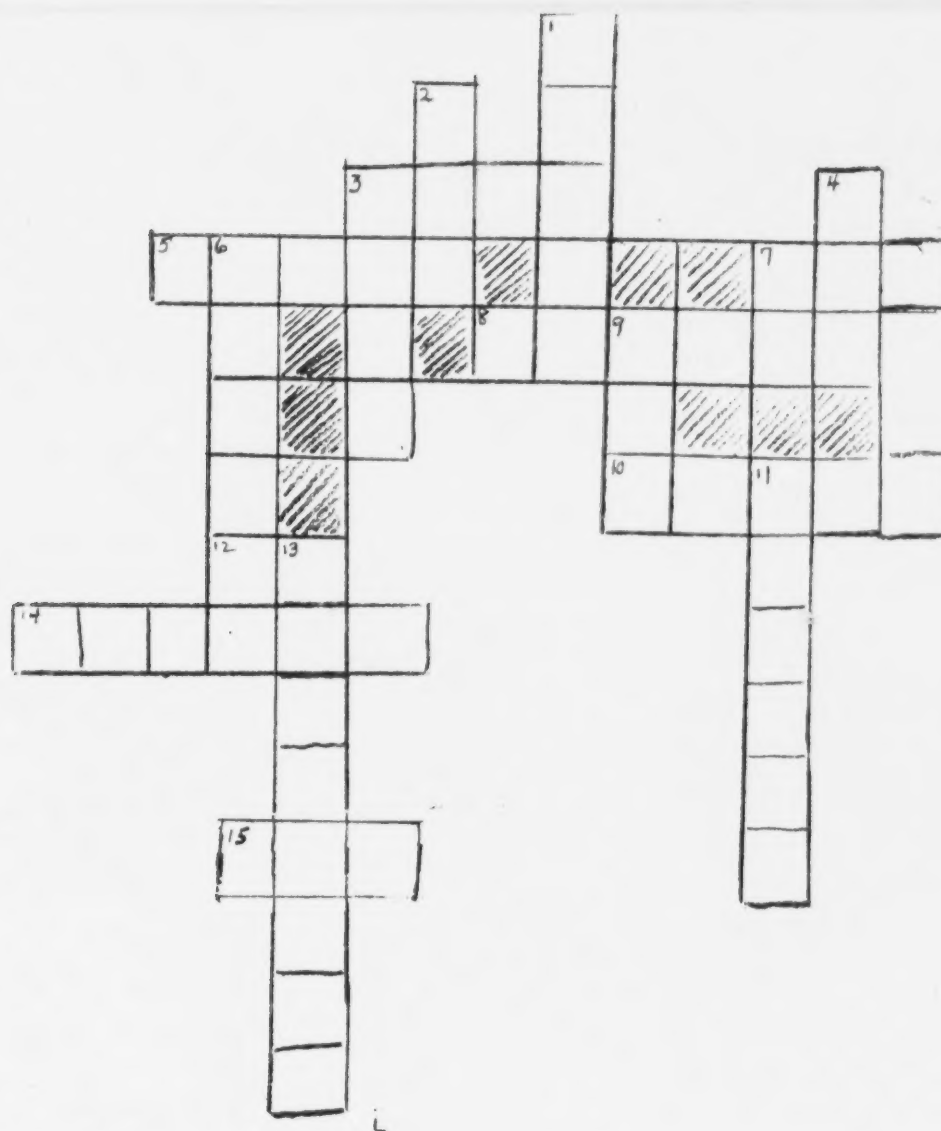
What are the physical requirements?

What are the possible weekly or monthly earnings?

What are the future opportunities?

What do you do for fun?

AUTO INDUSTRY



Across

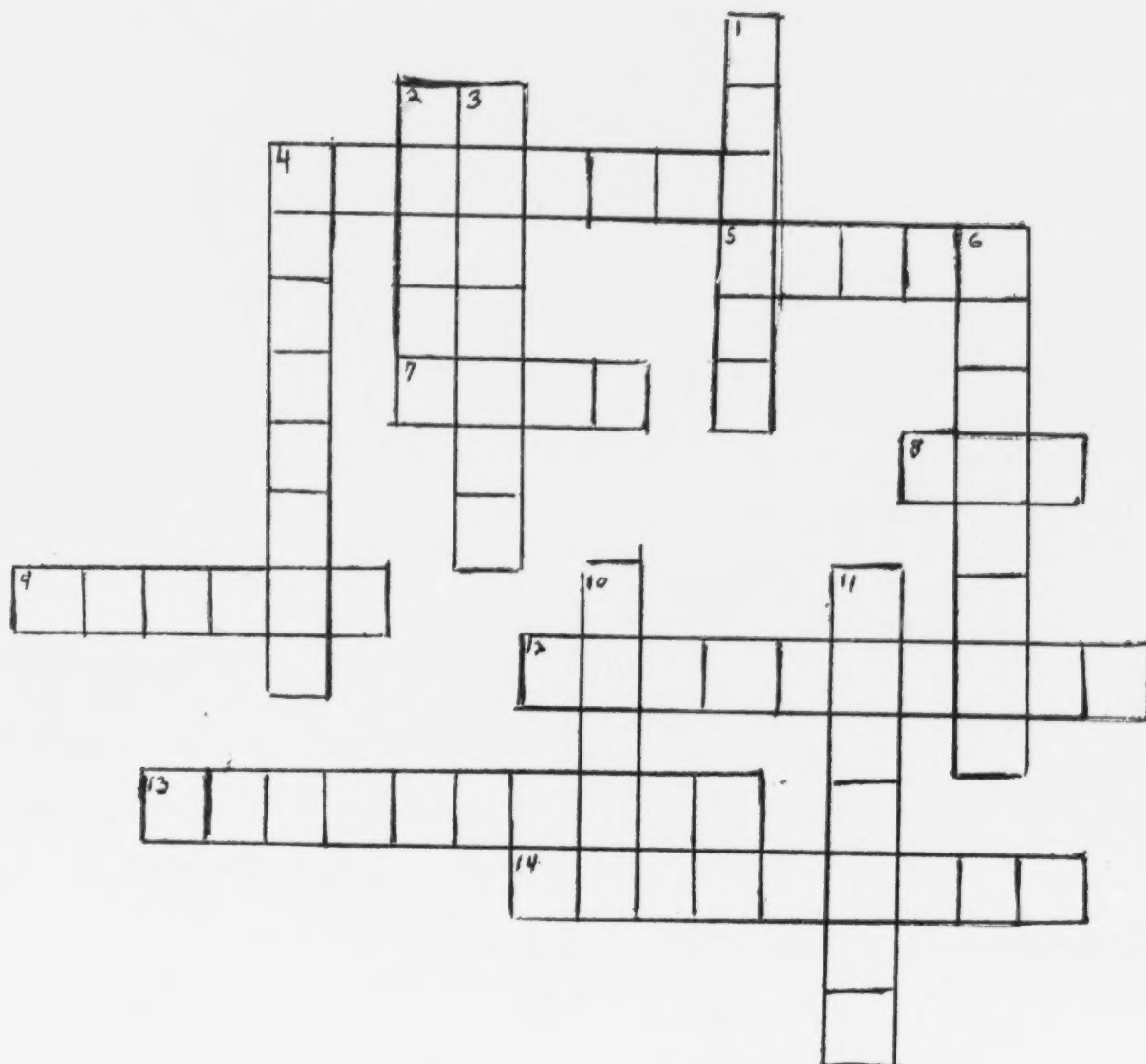
3. holds auto up in the air
5. steering _____
7. another name for automobile
8. makes the auto stop
10. nice to listen to as you ride
12. abbreviation for the morning hours
14. helps prevent an accident
15. the oil _____ is under the car.

Down

1. object that makes the car move
2. black, gooey liquid
3. if the radiator has a _____ the car will heat up
4. liquid brought from a pump
6. bowl-like decoration on a wheel
9. fills up the tires
11. the "nut" behind the wheel
13. good man to know when the car is running poorly

SAMPLE CAREER CROSSWORD PUZZLE

AIR TRANSPORTATION PUZZLE



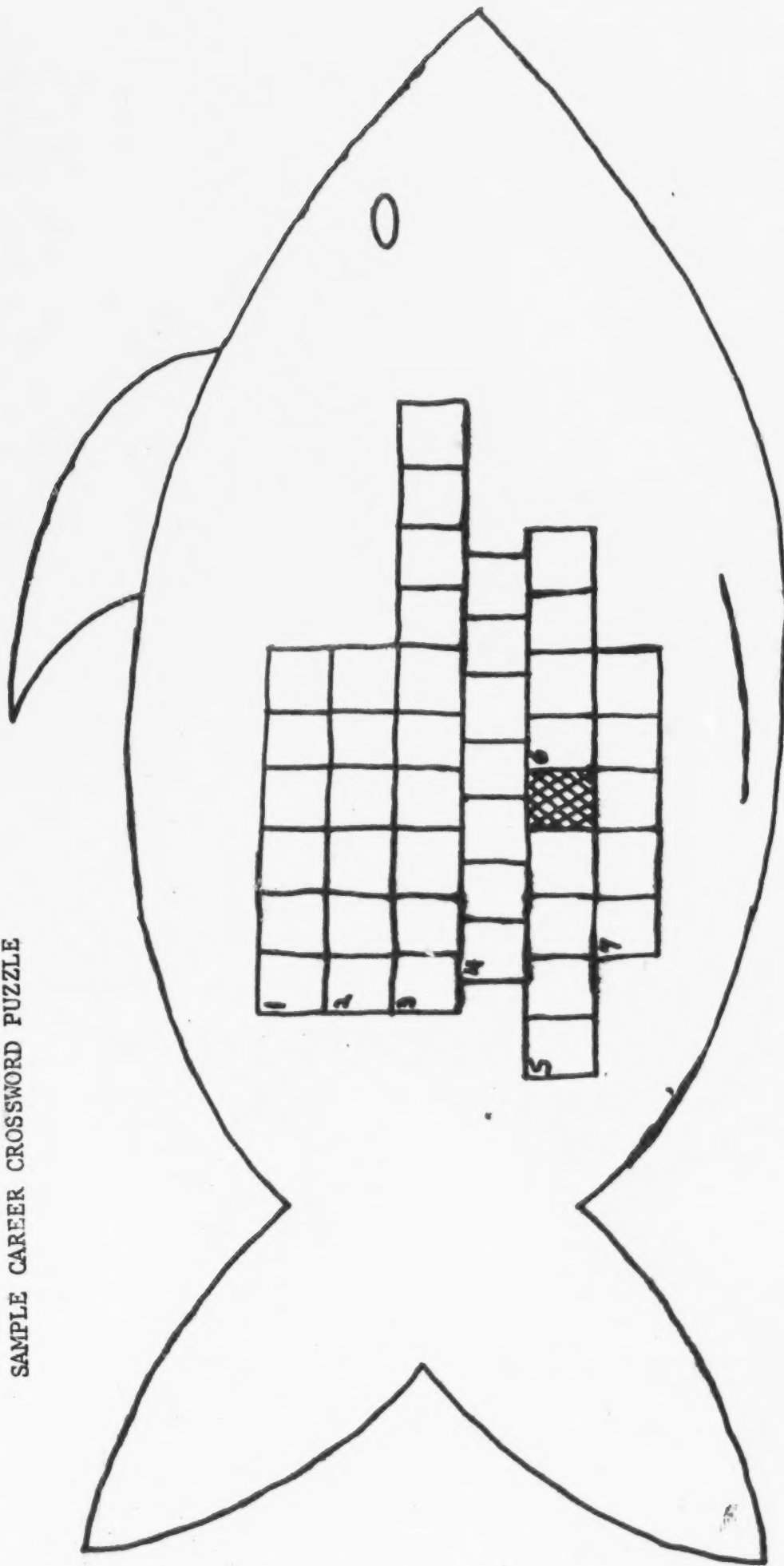
Across

4. _____ fuel powers the airplane
5. these flap on birds
7. the movement of a plane on the ground
8. an airplane without a propeller
9. a _____ agent handles the fare for your trip
12. traffic _____ work in tower
13. helps make you comfortable on the plane
14. goes around so fast it cannot be seen

Down

1. landing strip
2. the "captain" of the aircraft
3. _____ is hauled out to the airplane on a cart
4. another name for companies that own the aircraft
6. aircraft always try to take off on _____
10. the traffic controller works here
11. the assistant to the captain of the aircraft

SAMPLE CAREER CROSSWORD PUZZLE



OCEANOGRAPHY

1. Produce pearls
2. Used to wash cars
3. It enlarges tiny things so you can see them
4. Not animal nor vegetables
5. A plant from which we get iodine
6. A mineral used in cooking
7. An explorer of the ocean bottom

ANSWERS TO PUZZLES

Auto Industry

Across:

- 3. lift
- 5. wheel
- 7. car
- 8. brakes
- 10. radio
- 12. A.M.
- 14. bumper
- 15. pan

Down:

- 1. motor
- 2. oil
- 3. leak
- 4. gas
- 6. hubcaps
- 9. air
- 11. driver
- 13. mechanic

Air Transportation

Across:

- 4. aviation
- 5. wings
- 7. taxi
- 8. jet
- 9. ticket
- 12. controller
- 13. stewardess
- 14. propeller

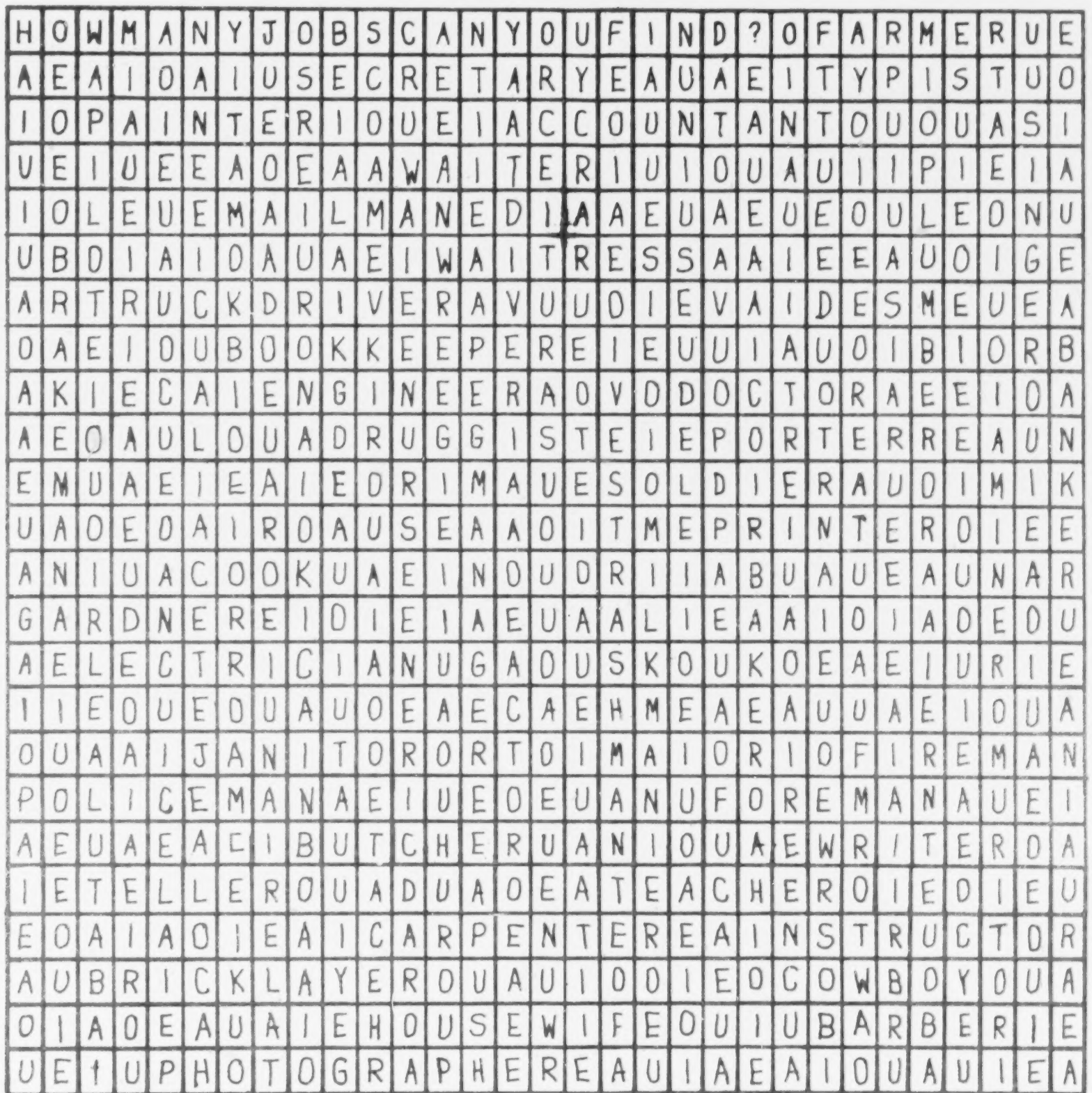
Down:

- 1. runway
- 2. pilot
- 3. baggage
- 4. airline
- 6. schedule
- 10. tower
- 11. co-pilot

Oceanography

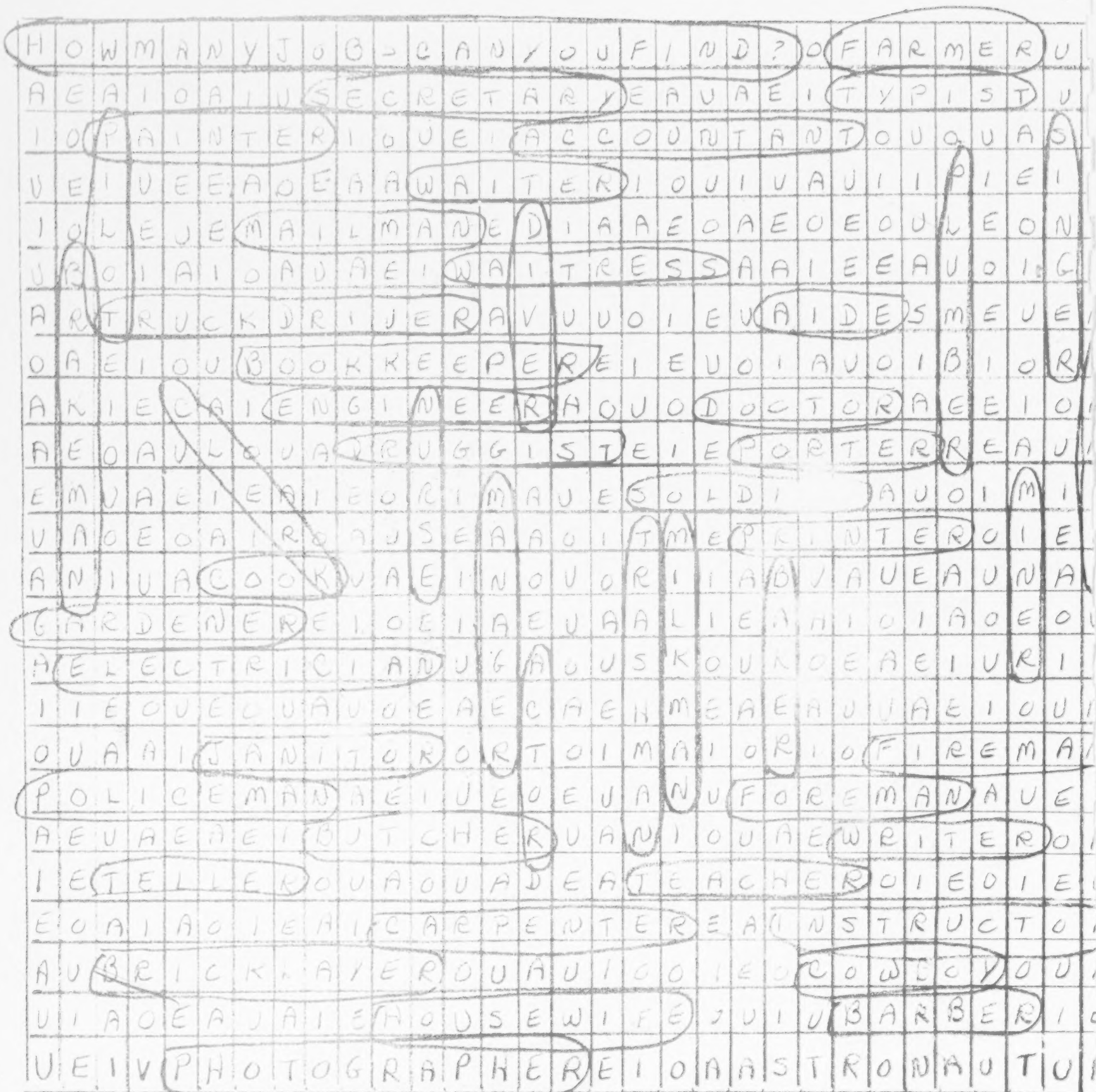
- 1. oysters
- 2. sponge
- 3. microscope
- 4. mineral
- 5. kelp
- 6. salt
- 7. diver

OCCUPATION WORD MAZE



Circle the name of each occupation. They are printed horizontally, vertically and diagonally! (50 possibilities)

OCCUPATION WORD MAZE



Circle the name of each occupation. They are printed horizontally, vertically and diagonally! (50 possibilities)

CONCEPT NO. 3

Grades K-5

CONCEPT: Develop wholesome attitudes toward all types of workers.

GENERALIZATIONS:

- A. People choose jobs for many different reasons, e.g., money, satisfaction, social position, availability.
- B. Workers depend on one another.
- C. We depend on many types of workers.



SUGGESTED ACTIVITY

Grade 1

Collect pictures of people in different types of occupations.
Use pictures to try and identify workers by their uniforms and clothes. Lead into a discussion of why people in certain occupations wear certain types of clothes. (Grooming and cleanliness are important.)



SUGGESTED ACTIVITIES

Grade 2

Discuss how a community is dependent on many workers, e.g.,
a grocer depends on the fireman, policeman, repairman, etc..

Make a chart entitled "How Workers Depend on Each Other."
Include occupations that influence our daily lives.

SAMPLE UNIT

MAN AT WORK

Grade 2

Rationale:

We live in a work oriented world. A great deal of our time is spent in either preparing to work or actually working. Career preparation is more than the acquisition of skills. It is also the attitude one has towards work. The field of work is very complex. There are almost countless types of jobs essential to the maintenance of society. A society must develop workers to meet its needs, but an individual must select the work that best meets his needs. It is the purpose of this unit to help the child in his preparation for the world of work.

The Second Grade Social Studies Curriculum deals with "Man in the Community." This unit will emphasize the concept of work as it relates to the general theme.

Concept:

2. Each child should participate in activities that will broaden his horizon in relation to the world of work.
3. Each child should develop a wholesome attitude toward all workers.

Unit Objectives:

1. The student will be aware of work as necessary part of life.
2. The student will react to those areas of work that affect or interest him.
3. The student will discuss the process of career development.
4. The student will discuss value judgements on types of careers.
5. The student will structure his values according to his priorities.
6. The student will apply the principles of work through role playing.

LESSON 1 - Respect for Work

Rationale:

All constructive work of an individual should contribute to the betterment of the total community and the importance of work should be emphasized by the teacher.

Objectives:

1. The student will be aware of the respect a community gives its workers.
2. The student will identify examples of social acceptance received by workers.
3. The student will react to those workers with whom he can identify.

Strategy:

1. Have the students observe a film strip on various occupations. A discussion using the inquiry method should be employed to emphasize the contributions of these occupations. (For example, How People Make a Living)
2. (a) Have the students list the ways a community rewards its workers.

(b) Have the students list the qualities a worker must have in order to do the job.

(c) Have the students compare the reward aspect with the qualifications aspect.
3. Have the students express their various values and attitudes about the occupations. Have the students compare their values and rationales with each other. Maintain checks on the verbal expressions of the class and keep the charts on display in the classroom.

Evaluation:

Have the class collectively construct a diagram of the various occupations so far mentioned that illustrates the inter-relationship of the different occupations.

LESSON 2 - Occupational Selection

Rationale:

No one expects a child to select a career at such an early age. However, a child has been forming attitudes for some time and a positive attitude towards work and careers needs to be cultivated. For a child, play is work in fantasy and this fantasy offers a base on which to structure attitudes and values such as respect for all work and workers.

Objectives:

1. The student will analyze the field of work.

This will enable the student to see the field of work as a multiplicity of activity rather than a vague abstraction that does not have obvious relevance to himself.

2. The student will place value judgements on types of occupations.

Every child will come into the classroom with some internalized values and the rudiments of a value structure. By allowing the child to express these values he externalizes his thoughts and can consciously and objectively observe them.

Strategy:

1. In order to have the students analyze the field of work use the inquiry method.

Example questions:

- a. What is play?
- b. What is work?
- c. Are there different kinds of play?
- d. Are there different requirements for different kinds of games?
- e. Are there different kinds of work?
- f. Are there different requirements for different kinds of work?
- g. Why are there different kinds of games? Work?
- h. Are some kinds of games more fun than others? Work?
- i. Do you play some kinds of games more than others?
- j. Do any of your games resemble any areas of work?
- k. In which ways does play resemble work?
- l. Do you have a job? What about school?
- m. How many games do you know of? What are they?
- n. How many jobs do you know of? What are they?

2. (a) In order to have the student place value judgement on types of occupations, have the students select two particular jobs to be subject to the total class scrutiny. Place the name of the job on the board. Have the students list the positive and negative views of the job as they see it.

Example: SECRETARY

Good

Good Wages
Social Acceptance
Meet interesting people
Being involved
Responsibility

Bad

Little chance for advancement
Somewhat confining
Much of the work repetition
Little chance for self-expression

- (b) After the class has made this type of value judgement, turn the class's attention inward and have them evaluate the rationale of their value judgements. Employ the inquiry method to stimulate reflection. Aim the questions so as to illustrate the process of formulating values.

Example Question:

1. Why do values differ among individuals?
2. Why are some jobs preferable to others?
3. Why do people have preferences?

- (c) Have the students list occupations with which they are familiar. Have the various lists displayed to the class. After this exposure, have the students construct their individual list according to a hierarchy of preference. Display the lists on the bulletin board and have the children talk over their lists with each other.

Evaluation:

1. Have the students list any five occupations and give a brief description of what the worker does and how his work benefits the community.
2. Have the students select the occupation that they would most enjoy pursuing and give their rationale.

LESSON 3 - Occupational Preparation

Rationale:

Occupational preparation is not much different from any other type of preparation. A major emphasis of this lesson will be to instill the concept of being prepared. A correlation can be easily drawn here between play, school lessons, and occupations.

Objectives:

1. The student will be aware of the need for preparation.
2. The student will identify examples of preparation.

Strategies:

1. Begin this lesson with a demonstration to illustrate the need for preparation.

Example:

Have a few of the children put on a short skit. After they are finished have them explain to the class all they had to do to prepare for the presentation.

2. Have the students select one of their favorite games. After they have selected one, start the process of analysis of preparation.

Example:

Using Dodge Ball as a typical game:

- A. Have the students state what would be needed in order to play the game. Such as: ball, field, people, rules, time, etc.
 - B. After the students have completed their list, have them explain the relative importance of each in the preparation needed for the game.
3. Have the students offer several definitions of preparation. Put the definitions in full view of the class.

Evaluation:

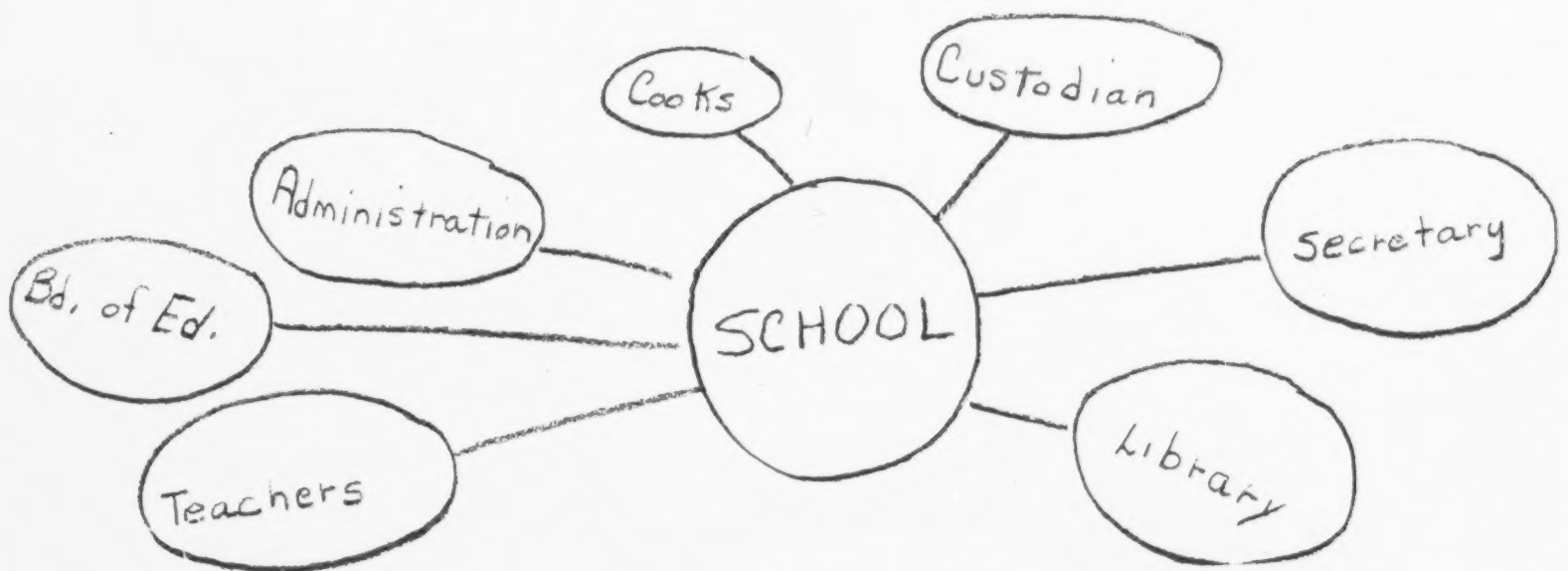
Have the students select an activity that they hope to encounter in the future and have them design a program of preparation that can be shared with the others.

SUGGESTED ACTIVITY

Grade 3

Discuss the term of job family and show the job relationships by making a family tree or cluster for occupational job families. (Working people and their jobs are families with job relations just as people have families and are related.)

Example of a Job Cluster:



SUGGESTED ACTIVITIES

Grade 3

Look at colonial occupations such as: the miller, harness maker, blacksmith, farmer, housewife, and candle maker. Discuss how these occupations have changed. Let children project about the future of these occupations.

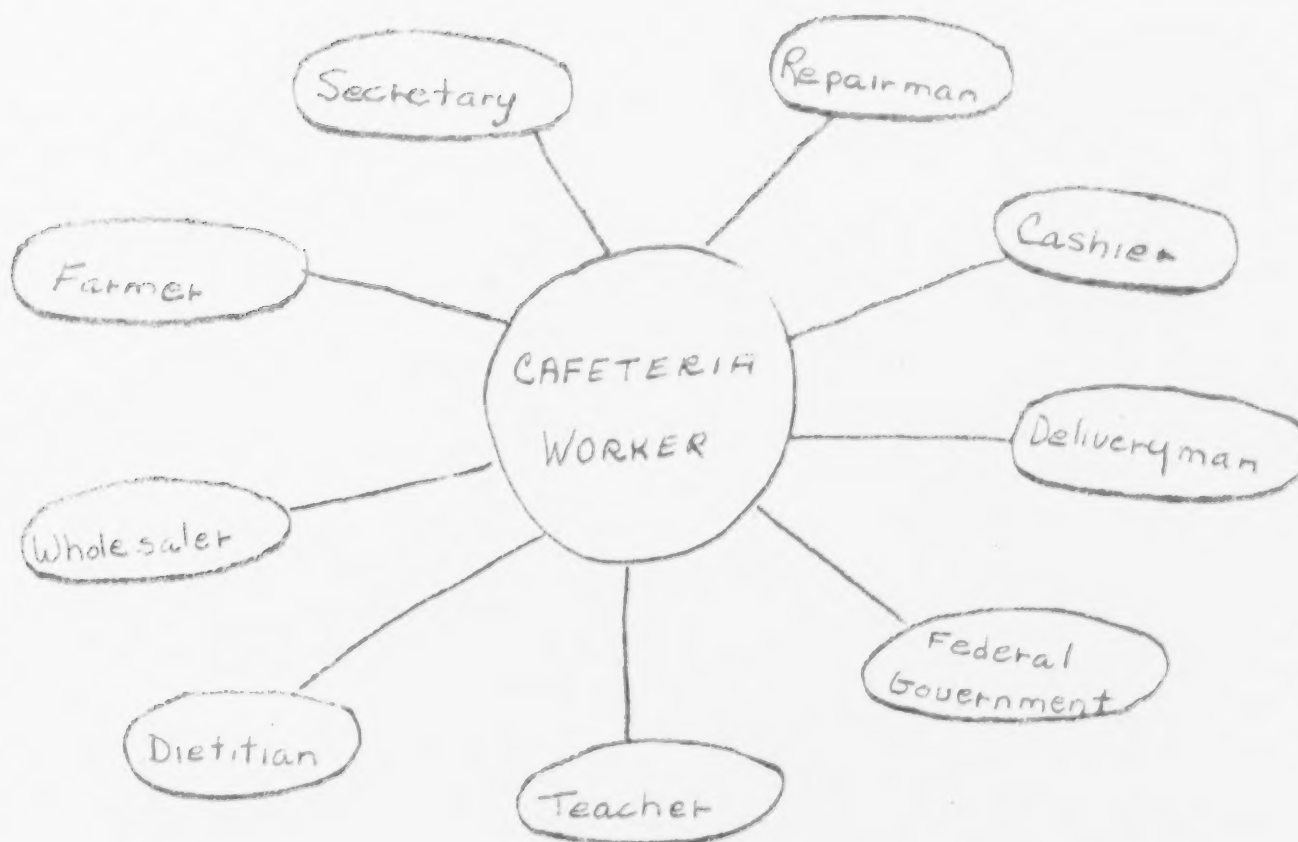
Following a day of unusual creative activity, request that the custodian leave the classroom as is. The following morning call the children's attention to the work of the custodian and how essential he is to the operation of the school.

SUGGESTED ACTIVITY

Grade 4

Use chalkboard, murals, posters, bulletin board, or charts to show areas of work that depend on other occupations.

Example of possible chart:



SUGGESTED ACTIVITY

Grade 4

Invent a tool and explain how it would work. (A creative classroom activity)

SUGGESTED ACTIVITY

Grade 5

Have the children look at various workers and write up a sequence of activities performed in a typical working day.

Example:

My Day As A Beautician

The Beautician

wakes up
gets dressed
puts on make-up
eats a light breakfast
drives to work
changes into a uniform
looks at her appointment schedule
gets equipment ready
greet's first customer
washes customer's hair
sets in curlers
puts customer under dryer
begins working with second customer
combs hair of first customer
stops for lunch break
works steadily throughout the day
cleans and stores equipment
checks appointment book for the next day
changes clothes
drives home



CONCEPT NO. 4

Grade K-5

CONCEPT: Comprehension of the need to utilize leisure time profitably for mental health, physical health and personality development.

GENERALIZATIONS:

- A. Students should become acquainted with activities suitable for family leisure-time activities.
- B. Leisure-time activities can contribute to success in a chosen career.
- C. Leisure time pursuits can contribute positively to one's mental health and happiness.
- D. Many occupations are related to leisure-time activities.



SAMPLE UNIT
LEISURE ACTIVITIES

Grade 5

Rationale:

We live in a leisure oriented world. A great deal of our time is spent in relaxing or leisure activities. Leisure preparation is necessary. There are almost countless numbers of activities essential to the balance of man's needs. A society must develop activities to meet its needs, but an individual must select the activities that best meets his needs. It is the purpose of this unit to help the child in his preparation for the changing world and the extra time one has when not working.

Concept:

4. Comprehension of the need to utilize leisure time profitably for mental health, physical health, and personality development.

Unit Objectives:

1. The student will be aware of leisure as a necessary part of life.
2. The student will react to those activities that affect or interest him.
3. The student will discuss the effects of activities on each other.
4. The student will discuss values derived from leisure activities.
5. The student will structure his values according to his priorities.

LESSON 1 - Respect for all leisure activities.

Rationale:

All leisure activities should contribute to the betterment of the total individual and the importance of this should be emphasized by the teacher.

Objectives:

1. The student will be aware of the emphasis a community gives to leisure activities.
2. The student will identify examples of leisure activities in the community.
3. The students will react to those activities with which he can identify.

Strategy:

1. Have the students observe a film strip on various activities. A discussion using the inquiry method should be employed to emphasize the value of these activities. (For example, The Family Picnic)
2. (a) Have the students list the leisure activities a community has available.

(b) Have the students list the qualities an individual must have in order to enjoy a particular leisure activity.
3. Have the students express their various values and attitudes about leisure activities. Have the students compare their values and rationales with each other. Maintain checks on the verbal expressions of the class and keep the charts on display in the classroom.

Evaluation:

Have the class collectively construct a diagram of the various activities so far mentioned that illustrates the inter-relationships of the different activities.

LESSON 2 - Leisure Activity

Rationale:

No one expects a child to select fixed leisure activities at such an early age. However, a child has been forming attitudes for some time and a positive attitude towards the need for variety is necessary.

Objectives:

1. The student will analyze the field of leisure.

This will enable the student to see the field of leisure as a multiplicity of activity rather than a vague abstraction that does not have obvious relevance to himself.

2. The student will place value judgements on types of leisure activities.

Every child will come into the classroom with some internalized values and the rudiments of a value structure. By allowing the child to express these values, he externalizes his thoughts and can consciously and objectively observe them.

Strategy:

1. In order to have the students analyze the field of work, use the inquiry method.

Example questions:

- a. What is leisure?
 - b. What is work?
 - c. What are the different areas of leisure?
 - d. Are there different requirements for different kinds of leisure? Name some.
 - e. Are there different kinds of work? List.
 - f. Are there different requirements for different kinds of work. Name some.
 - g. Are some of the requirements the same?
 - h. Do any of your leisure activities resemble any areas of work?
 - i. How does play resemble work?
 - j. How many games do you know of? What are they?
 - k. How many jobs do you know of? What are they?
 - l. Why are there different kinds of leisure?
 - m. Why are there different kinds of work?
 - n. Does an individual's leisure activities affect his occupation? How?
 - o. Does an individual's occupation affect his leisure time? His leisure activities?
2. (a) In order to have the student place value judgements on types of occupations, have the students select two particular activities to be subject to the total class scrutiny. Place the name of the activity on the board. Have the students list the positive and negative views of the activity as they see it.

Example: SKIING

Good

Good exercise
Social acceptance
Fresh air
Meet interesting people
Being involved
Responsibility

Bad

Dangerous
Expensive
Cold
Transportation problem

- (b) After the class has made this type of value judgement, turn the class's attention inward and have them evaluate the rationale of their value judgements. Employ the inquiry method to stimulate reflection. Aim the questions so as to illustrate the process of formulating values.

Example Questions:

1. What can be done to correct some of the bad?
2. How may the good be turned into bad?

- (c) Have the students list leisure activities which interest them most. Have the various lists displayed to the class. After this exposure, have the students construct their individual list according to a hierarchy of preference. Display the lists on the bulletin board and have the children talk over their lists with each other.

Evaluation:

1. Have the students list any five leisure activities and give a brief description of what one does and how each activity benefits himself.
2. Have students describe how his selected activities might help others.

LESSON 3 - Leisure Preparation

Rationale:

Leisure preparation is not much different from any other type of preparation. A major emphasis of this lesson will be to instill the concept of being prepared. A correlation can be easily drawn here between play, relaxation, hobbies, etc..

Objectives:

1. The student will be aware of the need for preparation.
2. The student will identify examples of preparation.

Strategies:

1. Begin this lesson with a demonstration to illustrate the need for preparation.

Example:

Have two of the experienced children play a game. After they are finished have them explain to the class all they had to do to win the game.

2. Have the students select one of their favorite games. After they have selected one, start the process of analysis of preparation.

Example:

Using chess as a typical activity:

- A. Have the students state what would be needed in order to play the game. Such as: Patience
Desire to improve
Desire to win
Concentration
Anticipate others plan of attack
 - B. After the students have completed their list, have them explain the relative importance of each in the preparation needed for the games.
3. Have the students offer several definitions of preparation. Put the definitions in full view of the class.

Evaluation:

Have the students select an activity that they hope to encounter in the future and have them design a program of preparation that can be shared with the others.

SUGGESTED ACTIVITIES

Grade 4

Have the students state all the things they do for leisure.
Once a list has been compiled, question the students on the following concepts: play, fun, work, study, recreation, recess, game and leisure.

After you have questioned (use inquiry technique) the students on the concepts, have them classify the items on the list as activities that are strictly leisure, strictly work, or some that can be used as both.

Have the student state values on leisure time. Have the students relate these values attributed to work, careers selection, careers preparation, and life style.

Recognition of special talents or hobbies of a child in leisure pursuits (expand this to show how leisure activities could lead to a future choice of a career.)

Discussion of holidays and how leisure time and activities are related to them.

Discussion of Services by the Department of Parks and Recreation.

Review of Occupations Associated with Leisure Activities.

1. Theater Usher
2. Life Guard
3. Manager of Bowling Alley
4. Scout Master
5. Forest Ranger
6. Others

Utilization of Community Resources Personnel such as:

1. Clubs of the Aged
2. Garden Clubs
3. Service Clubs
4. Civic Associations

Safety Precautions in Leisure Activities

1. Life Guards
2. Scouting
3. Camping
4. Picnicking
5. Bicycling
6. Others

Songs and Poems on Safety

Hobby Shows

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FILMS AVAILABLE FROM BOARD OF EDUCATION

- F - 4 Development of Communication - 10 min. - B/S.
Scope: Communication, Telegraph, T.V., Radio.
- F - 10 Helpers in Our Community - 11 Min. - Color.
Scope: Community Helpers, Telephone Operator, Newspaper, Stores, Policeman, Fireman, Busdrivers, Train Engineers, Doctor, Garbage Collector, Street Repairman. We meet all of these and learn about their important work and see how working together makes a good community.
- F - 14 Busy Harbor - 11 Min. - Color.
Scope: Tugboat captain explains harbors activities.
- F - 22 N. E. State - U. S. - 11 Min. - B/W.
Scope: Regions - resources - recreation - transportation, etc.
- F - 23 Our Community - 11 Min. - B/W.
Scope: Police and fire protection - park and recreational. Responsibility as well as privilege to be citizen.
- F - 30 Airplane Trip by Jet - 11 Min. - B/W.
Scope: Airline personnel, ground and flight crew - duties and service.
- F - 31 Zoo Baby Animals - 11 Min. - B/W.
Scope: Animals in zoo. How baby animals are fed and cared for by keepers in Chicago Zoo.
- F - 37 Farmer - 15 Min. - B/W.
Scope: Day in the life of a farm family, showing problems of running a farm and duties of each family member.
- F - 55 Seaport - 17 Min. - Color.
Scope: Harbors - transport - conveyor system - work of men involved.
- F - 77 Bread (old edition) - 11 Min. - B/W.
Scope: Complete story of bread.
- F - 78 Food Store (old edition) - 13 Minutes - B/W.
Scope: Shopping with mother in the market and the work of helpers: clerks, butcher, and a cashier.
- F - 79 Building a Highway - (old edition) - 10 Min. - B/W.
Scope: Overview of how a highway is planned and built.

- F - 85 Uncle Jim's Dairy Farm - 16 Min. - Color
Scope: Life and activities on a dairy farm.
- F - 122 Beginning Responsibility: Rules at School - 11 Min.- Color
Scope: Being on time, putting things away, being quiet. Safety
- F - 178 Families and Learning - 10 Min. - Color
Scope: Sharing, give and take of family life.

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- The Mailman. (219613) Color, 1964.
- Why Fathers Work. (2814) Color, 1969.
- The Community Bakery. (2675) Color, 1967.
- School for Ted. (2204) Color.
- The Policeman. (2477) Color, 1967.
- The Farm Community. (2778) Color, 1968.

ADDITIONAL FILMS

- Appreciating Our Parents. 11 Min. Sound. Coronet.
- Children At Work. 20 Min. United World Films.
- Let's Be Good Citizens in Our Neighborhood. Gateway, 1953.
- Our Family Works Together. 1 Reel. 11 Min. Sound. B/W. Coronet.

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- Family Begins the Day, The and The Family at Home. 25 frames. Jam Handy.
- Fireman, The. 27 frames. Jam Handy.
- Fireman, The. 40 frames. McGraw-Hill.
- Food Store. Encyclopedia Britannica Films.
- Grocer, The. 27 frames. Jam Handy.
- Guidance Stories. Encyclopedia Britannica Films.
- Helping Mother. #38-823. Curriculum Filmstrips.
- Home Community, The. William P. Gottlieb Company.
- In and Out of the Neighborhood. Encyclopedia Britannica Films.
- Life in a Small Town - Life in a Large City. 38 frames each. McGraw-Hill.
- Life on the Farm. William P. Gottlieb Company.
- Living in a Town - Living in a Big City - The People in Our Community. J. Handy.
- Loose Tooth, The. 10 frames. Jam Handy.
- Mailman, The. 27 frames. Jam Handy.
- Mailman, The. 20 frames. McGraw-Hill.
- New Baby, The. 18 frames. Jam Handy.
- Our Neighborhood Stores. Eye Gate House. 1954.
- Policeman, The. 27 frames. Jam Handy.
- Policeman, The. 40 frames. McGraw-Hill.
- Safety Stories. Encyclopedia Britannica Films.
- Service Station Attendant, The. 40 frames. McGraw-Hill.
- Stores in the City. Curriculum Materials. 1961.
- Visit to a Shopping Center. Stanley Bowman. 1960.
- Working Together in the Family. 31 frames, color. Society for Visual Education.

FILMSTRIPS AVAILABLE FROM
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Local Distributer: Ideal Pictures
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- R - 109 Our Family at Home.
- R - 110 Now We Go To School.
- R - 111 School Is Our Other Home.
- R - 112 New Friends at School.
- R - 115 We Learn to Share.
- R - 116 Learning New School Habits.
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- R - 122 Learning to Cooperate.
- R - 123 Sharing Responsibilities (School and Home).
- R - 124 The Family Picnic.
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- R - 153 The Fireman.
- R - 154 Other Community Workers.
- R - 156 Manners Are Important.
- R - 159 We Have Special Days.
- R - 165 The Suburbs.
- R - 166 The Big City.
- R - 167 Where Does Father Work?
- R - 168 Where Mother Works.
- R - 169 How People Make a Living.
- R - 172 City and Country Need Each Other.
- R - 175 A Visit to a Farm.
- R - 176 A Visit to a Small Town.
- R - 185 What a City Makes.

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- 20 - 01 Church.
- 20 - 02 My Favorite Worker Is _____.
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- 20 - 06 The Policeman.
- 20 - 07 The Fireman.
- 20 - 08 Bicycle Safety.
- 20 - 09 Who Helps Us Stay Healthy?
- 20 - 10 The Baker.

Prices change, but current listings are: Filmstrips \$ 6.00
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Check catalog for other films.

RECORDS

City Adventure. I Am Dressing Myself. Manners Can Be Fun. Work and Play With Janet. Vasco, Inc. 2301 Classen Blvd., Oklahoma City, Oklahoma 73106.

Good Manners. William Gottlieb Company.

Guidance Stories. Safety Stories. Encyclopedia Britannica Films.

I Wish I Were. Manners Can Be Fun. Manners at Play. Manners at School. The School Community. Educational Records Catalog. 157 Chamber St., New York, New York 10007.

Let's Be Fireman. Let's Be Policemen. Little Red Hen. Education Record Sales, McGraw-Hill.

Train to the Zoo. Childrens Record Guild.

World of Work Series. Chicago: Science Research Associates.

OTHERS

Around the Neighborhood. Social Studies 2, Part 2. The Social Living Series. Continental Press.

Community Helpers. (Posters) Wilkinsburg, Pennsylvania: Hayes School Publishing Company.

Eye Gate '67. Full-color Educational Filmstrips and Related Audio-Visual Materials, K-12.

No. 580 Magnetic Community Helpers. Philadelphia: Instructo Products Co.

Senesh, Lawrence. Our Working World, Grades 1-3. Chicago: Science Research Associate, Inc., 1963. A complete set of materials for each grade includes one (1) record set, one (1) textbook, and one (1) activity book per student, and one (1) resource unit. Social Studies.

Social Studies, Books 1 and 2. for Spirit or Liquid Duplicators. Wilkinsburg, Pennsylvania: Hayes School Publishing Co., 1957.

Social Studies Units. Darlen Connecticut: Teachers Publishing Corp., 1953.

Thorn, Betty, and Gillwo, Alma. Home and Community Helpers Teaching Pictures, Elgin, Illinois: David C. Cook Publishing Co., 1964.

PUBLISHERS OF OCCUPATIONAL FILMS

Association of American Railroads
Transportation Building
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20 N. Wacker Drive
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Curriculum Materials Corporation
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Chicago, Illinois

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New York, New York 10009

Eye Gate House, Inc.
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Jamaica, New York 11435

Film Association Inc.
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Dayton, Ohio 45439

International Visual Educational
Service, Inc.
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Chicago, Illinois 60607

Society for Visual Education, Inc.
1345 Diversy Parkway
Chicago, Illinois 60614

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Chicago, Illinois 60606

American Nurses Association
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New York, New York 10019

Associated General Contractors
of America Industries
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Washington, D.C.

Associated Master Barbers and
Beauticians of America
357 S. Dearborn Street
Chicago, Illinois 60605

National Association of Barber
Schools, Inc.
750 Third Avenue
Huntington, West Virginia

National Association of Cosmetology
Schools, Inc.
3839 White Plains Road
Bronx, New York 10467

Little, V-A, NDEA
Blair E. Sandlin, Director
Guidance and Counseling Division
State Department of Education
Oklahoma City, Oklahoma 73105

Critical Reading-Curriculum Guide
Howard County, Maryland
Propaganda - p.176. p. 190
Example 5 in advertising

MATERIALS TO WRITE FOR:

- The "I Want To Be" Books by Childrens Press, Inc.
Write: Dr. Everett T. Keach, Jr.
Department of Elementary Education
University of Minnesota
- "Career Development; The Involved Commitment." (Guidebook for teachers)
Write: State of New Jersey
Department of Education
Division of Vocational Education
225 West State Street
Trenton, New Jersey 08625
- Report from the Ninth Ohio Elementary Guidance Conference:
"Earlier Guidance Opportunities: Priorities for the 1970's."
Write: Division of Guidance and Testing
State Department of Education
751 Northwest Blvd.
Columbus, Ohio 43212
- Baltimore City and Baltimore County Public Schools are engaged in programs which attempt to relate the world of work to subject matter content in the elementary schools.
Write: The Division of Guidance and Placement
Baltimore City Public Schools
Charles Street
Baltimore, Maryland
- For their Guidance Newsletter and other materials:
Write: Mr. Don McBrien, Supervisor
Guidance
Baltimore County Schools
Towson, Maryland
"Activity packet for Elementary School Teachers."
(Related to Career Exploration)
- Complete materials on Technology for Children Project now operational in New Jersey may be obtained from address in Item 2.
- Write the Elm Street Elementary School in Frederick, Maryland for a review of their curriculum enrichment program employing career exploration activities planned by an Industrial Arts teacher and a special consultant.
- Wonderful World of Work Series by Educraft, 6475 DuBois, Detroit, Michigan, 48211. (films and tapes on loan for 30 days)

- SRA Kits developed by Larry Senesch. Write: SRA, Chicago, Illinois.
- "Working Together" series. McIntyre, Hill & Follett Publishers.
Chicago, Illinois.
- Slides and accompanying tapes (nearly 200) on various occupations may be purchased through a central clearing house here in Maryland. They were developed by students of Mr. Darryl Laramore, Career Development Instructor, University of Maryland, College of Education. These students also developed teaching guides for elementary teachers which might be available in Xerox form. Write Mr. Laramore for details. (College Park, Maryland 20740)
- 18 volume encyclopedia: "Our Wonderful World" by Spencer Press, Chicago. Has excellent source materials, an ongoing "Vocational" game, etc..
- Write Nova Schools, Fort Lauderdale, Florida for any materials they may have (Learning Activity Packets) which might be applicable in elementary grades.
- The Oklahoma State Department of Education has sponsored two publications by the Oklahoma Curriculum Improvement Commission:
 - "A Guide for Development Vocational Guidance K - 12."
 - "A Guide for Elementary Guidance and Counseling in Oklahoma Schools."
 Write: State Department of Education
Tulsa, Oklahoma
- For examples of subject matter, connections with work relationships:
 - Write: Dr. Ben Shapiro, Director
Vocational-Technical Curriculum Lab
Rutgers University
New Brunswick, New Jersey
- Write: Interdivisional Task Force on Career Development
Maryland State Department of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

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